

Get “Wrapped Up” in Ancient Egypt!

Grade Level: First Grade

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Length of Unit: Nine Lessons

I. ABSTRACT

This is a unit designed to give students an understanding of the culture and lifestyles of the Ancient Egyptian people. Students will learn about the many fascinating artifacts that have been unearthed in recent years. Students will have hands-on experience recreating many of these ancient treasures. A field trip will provide students with real world experience. This unit will culminate with an exciting Egyptian party where students will be “guides” through the ancient world.

II. OVERVIEW

A. Concept Objectives

1. To develop an understanding of geographical location
2. To appreciate and understand the complex structure of the ancient Egyptian culture

B. Content

1. The continent of Africa
2. Egypt
3. Nile River
4. Sahara Desert
5. Pyramids
6. Sphinx
7. Mummies
8. Valley of the Kings
9. Pharaohs
10. King Tut
11. Hatshepsut
12. Archaeologist
13. Hieroglyphs
14. Family life/society

C. Skill Objectives

1. Locating places on a map
2. Applying appropriate vocabulary
3. Drawing logical conclusions
4. Compare and Contrast
5. Predict outcomes
6. Analyze information
7. Listing steps
8. Writing complete sentences
9. Following directions

III. BACKGROUND KNOWLEDGE

A. For the teacher

1. Hirsch, E.D. Jr. *What Your First Grader Needs to Know*
2. Shuter, Jane *The Ancient Egyptians*
3. Mellett, Peter *Pyramids*

- B. For the student
 - 1. Map skills

IV. RESOURCES

- A. Aliko. *Mummies Made in Egypt*. Mexico: Harper Collins Publishers, ISBN 0-690-03858-5
- B. Climo, Shirley. *The Egyptian Children*. New York: NY, HarperCollins Publishers, 1989, ISBN 0-690-04822-X
- C. DePaola, Tomie. *Bill and Pete Go Down the Nile*. New York: G. P. Putnam's Sons, 1987, ISBN 0-399-21395-3 (hardcover), 0-399-22003-8 (paperback)
- D. Donnelly, Judy. *Tut's Mummy Lost and Found*. New York: Random House, 1988, ISBN 0-394-89189-9
- E. Gibblin, James Cross. *The Riddle of the Rosetta Stone*. New York: Thomas Y. Crowell Junior Books, 1990, ISBN 0-690-047975
- F. Hamilton, Robyn. *Ancient Egypt Activity Book*. Dana Point, Ca.: Edupress, 1994, ISBN 1-56472-025-X
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V. LESSONS

Lesson One: Geography

- A. *Daily Objectives*
 - 1. Concept Objective:
 - a. To develop an understanding of geographical location
 - 2. Lesson Content:
 - a. The continent of Africa
 - b. Egypt
 - c. Nile River
 - 3. Skill Objective:
 - a. To locate the continent of Africa on a world map
 - b. To locate Egypt on a world map
 - c. To locate the Nile River within Egypt
 - d. Apply vocabulary words related to the geographical location of Egypt
 - e. Drawing logical conclusions
- B. *Materials*
 - 1. World Map
 - 2. Map of Africa
 - 3. Map of Egypt
 - 4. *Bill and Pete Go Down the Nile* by Tomie dePaola
 - 5. *A Visit to Egypt* by Peter and Connie Roop
 - 6. Teacher tunic and collar
 - 7. Chart paper
 - 8. Student map of Egypt (Appendix A)

- C. *Key Vocabulary:*
1. ancient- people that were a part of a civilization long ago.
 2. desert- dry, sandy region with little or no plant life
 3. continent- any of the main large land areas of the Earth.
 4. north, south, east and west- directions
 5. country- the whole land of a nation
- D. *Procedures/Activities*
1. Teacher dresses in white tunic and jeweled collar. Students brainstorm why teacher is dressed in the costume and where she might be from. Make a list on large chart paper.
 2. Read *Bill and Pete Go Down the Nile*
 3. After reading the book, teacher and students review their list to look for illogical/unreasonable responses. Cross those from the list. Add additional responses from the students. Show pictures from ancient Egypt and ask students if they see this type of dress today. Introduce the concept of **ancient**.
 4. Look at the world map and locate the **continent** of Africa.
 5. Locate the **country** of Egypt. Identify and label upper and lower region.
 6. Locate the Sahara Desert and the Nile River on the map. Show pictures from *A Visit to Egypt* pg. 6&7. Compare and contrast the Nile River Valley and the Sahara **Desert**.
 7. Students can then have center time to explore. Introduce Egyptian centers. See Literacy Center ideas (Appendix G)
- E. *Evaluation/Assessment*
1. Students will label a map (Appendix A) showing the Sahara Desert, the Nile River and Lower and Upper Egypt.

Lesson Two: Gift of the Nile:

- A. *Daily Objectives*
1. Concept Objective:
 - a. Students will develop an understanding of geographical location
 2. Lesson Content:
 - a. Nile River
 - b. Continent of Africa
 3. Skill Objective:
 - a. Locate the Nile River and the Sahara Desert
 - b. Compare and contrast rich black soil with sandy soil
 - c. Apply vocabulary words related to the Nile
- B. *Materials*
1. Map of Egypt
 2. Rich soil and sandy soil
 3. 2 plants
 4. 2 containers for plants
 5. Class graph (Appendix B)
 6. *The Ancient Egyptians* by Jane Shuter
 7. Clay model of Nile River (see Appendix C for directions)
 8. Compass
 9. Eyedropper
 10. Water
- C. *Key Vocabulary*
1. fertile- producing crops easily

2. silt- very fine particles of Earth or sand carried by moving water deposited as sediment

D. *Procedures/Activities*

1. Have a student point out the Nile River on a map.
2. Give details about the Nile (longest river, flows South to North). Discuss with students why they think the Nile flows south to North (upper Egypt to Lower Egypt).
3. Use a clay model and a compass to demonstrate that the water is flowing from higher ground to lower ground. (Appendix C)
4. Discuss farming in a desert, "How does anything grow?"
5. Show students rich, black soil and sandy soil. Compare and contrast the two different types of soil.
6. Have students predict which type of soil would be best for farming. Make a class graph (see Appendix B).
7. Place one plant in each type of soil. Put in a well-lit part of the classroom for daily observations.
8. Read *The Ancient Egyptians* p. 4 and discuss the floods of the Nile and the rich black **silt** left behind. Discuss **fertile** ground and how the Egyptians were able to grow crops.
9. Read *The Ancient Egyptians* pages 16-19 and discuss farming, and food of the ancient Egyptians.
10. Students can then have center time to explore. See Literacy Center ideas (Appendix G)

E. *Evaluation/Assessment-*

1. Students will locate and color the Nile River blue on their map (Appendix A). They will color the fertile ground green. On the back of their map they will write at least one "gift" of the Nile.

Lesson Three: Pharaohs

A. *Daily Objectives:*

1. Concept Objective: To appreciate and understand the complex structure of ancient Egyptian culture
2. Lesson Content
 - a. Tutankhamen
 - b. Hatshepsut
 - c. Pharaohs
3. Skill Objectives
 - a. Follow directions to construct a pharaoh's hat
 - b. Make predictions based on picture clues

B. *Materials*

1. *The Egyptian Cinderella* by Shirley Climo
2. Pictures of pharaohs
3. *The Egyptians* by Ruth Thomson
4. *The Ancient Egyptians* by Jane Shuter
5. Pharaoh hat pattern (*Ancient Egypt Activity Book* by Educational Press pg. 46-48)
6. Construction paper

C. *Vocabulary*

1. pharaoh- a king of ancient Egypt
2. civilization- a distinct way of life in which many people live together and obey certain rules.

- D. *Procedures/Activities*
1. Review Egypt, upper region, lower region
 2. Show students pictures of pharaohs and read the book, *The Egyptian Cinderella*. Discuss how it is alike and different from the traditional Cinderella story.
 3. Have students make predictions about the jobs and responsibilities of the pharaoh.
 4. Read relevant excerpts from *The Egyptians* and *The Ancient Egyptians*.
 5. Refer to upper and lower regions. Show students pharaoh's hat and discuss King Menes unity of two regions and how these regions are represented on the two parts of the hat. The pharaoh was the leader over both regions.
 6. Brainstorm a list of the jobs of a pharaoh.
 7. Students can then have center time to explore. See Literacy Center ideas (Appendix G)
- E. *Assessment/Evaluation*
1. Students will create a pharaoh's hat.
 2. Teacher will evaluate students' learning through verbal response during class discussion after reading of books.

Lesson Four: Pyramids

- A. *Daily Objectives*
1. Concept Objective:
 - a. To appreciate and understand the complex structure of the ancient Egyptian culture
 2. Lesson Content:
 - a. Pyramids
 - b. Sphinx
 3. Skill Objective:
 - a. Analyzing 3-D shapes
 - b. Apply vocabulary
 - c. Predicting outcomes
- B. *Materials*
1. 3-D solids
 2. Straws
 3. Clay
 4. *Ancient Egypt* by Daniel Cohen
 5. *Pyramids* by Peter Mellet
 6. *The Great Pyramid* by Hazel Mary Martell
 7. Ruler
 8. Eraser
 9. Potato
 10. Book
 11. String
 12. Rubber band
 13. Sand
 14. Pencils
 15. Sugar cubes
 16. Poster board squares
- C. *Key Vocabulary*
1. pyramid- a three dimensional figure with a square base and four sloping sides that come to a point at the top.

2. lever- a bar for raising or moving a weight at one end by pushing down on the other end. It must be supported at any point in between.
3. ramp- a sloping way connecting two different levels
4. friction- a rubbing of one thing against another

D. *Procedures/Activities*

1. Display solid shapes (cube, prism, pyramid, cone, sphere, box). Have students identify any shape that looks familiar from previous readings about Egypt.
2. Discuss/predict why pyramid shape might be the best shape. Show students a box and a pyramid made of straws connected by clay. Have children press lightly on each shape and observe/discuss the difference in the strength of each. (The box will lean to the sides, but the pyramid should stay firm.) See *Pyramids* p. 8.
3. Read *Ancient Egypt* pg 16 and 17. Have students look at the materials used in the construction of the pyramid.
4. Show students the beginning of a pyramid created from sugar cubes (6 cubes on each of four sides, then four). Have students predict how many the next layer would have. Place cubes and poster board squares at a center for children to work on independently. (Appendix G)
5. Show pictures of pyramids and estimate the weight of the stones used in the building. Have students suggest ways the Egyptians moved the stones.
6. Look at pg. 24 and 25 in *The Great Pyramid*. Show students two simple machines, the **lever** and the **ramp**. Discuss how these simple machines helped the Egyptian workers.
7. Place a ruler on top of an eraser to create a lever. Have students lift a potato using the help of the ramp. See *Pyramids* p. 22. Discuss.
8. Have students pull a book using a rubber band. Have them try it using a ramp. See *Pyramids* p. 22. Discuss differences.
9. Show students pictures of blocks using rollers underneath to reduce **friction**. Pull book using sand underneath. Discuss. Try pulling the same book with pencils underneath. See *Pyramids* p. 23. Discuss.
10. Let students explore ramps, levers and reduced friction in small groups. After their explorations, place these items into a center for independent exploration. (Appendix G)
11. Read *Ancient Egypt* pg. 14 and 15. Discuss the Sphinx and its role in Egyptian history.
12. Students can then have center time to explore. See Literacy Center ideas (Appendix G)

E. *Evaluation/Assessment*

1. Evaluate learning during class discussion.
2. Observe children as they work in small groups.

Lesson Five: Pyramids and Mummies

A. *Daily Objectives*

1. Concept Objective:
 - a. To appreciate and understand the complex structure of the ancient Egyptian culture
2. Lesson Content:
 - a. Pyramids
 - b. Mummies

- c. Valley of Kings
- 3. Skill Objective:
 - a. Identify reasons for a pyramid
 - b. Explain the reasons for mummies
 - c. Explain the steps in the making of a mummy
 - d. Comparing then and now

B. Materials

- 1. *Pyramids*_by Peter Mellett
- 2. *Mummies*_by Joyce Milton
- 3. *What Your 1st Grader Needs to Know* By E.D Hirsch
- 4. “Reading Rainbow” video- *Mummies Made in Egypt*_by Aliko
- 5. 2 pieces of plain, white bread
- 6. 1 piece of toasted white bread
- 7. Antiseptic ointment
- 8. 3 Ziploc bags
- 9. Cardboard tubes
- 10. Scissors
- 11. Newspaper
- 12. Glue
- 13. Adhesive tape
- 14. Paint
- 15. Cardboard
- 16. Stone or rock
- 17. Venn diagram with then on one side, now on the other
- 18. Pharaoh Fact Sheet (Appendix E)

C. Key Vocabulary

- 1. mummy- a dead body that is dried out so that it will not decay
- 2. natron- salt like substance used to dry out a dead body
- 3. canopic- jars that the soft, inside parts of the mummy were preserved in
- 4. embalmed- to prepare the body so that it will not decay

D. Procedures/Activities

- 1. Read pg. 118-121 in *What Your 1st Grader Needs to Know*. Show students a picture of The Valley of Kings and of the pyramids.
- 2. Read *Mummies* and discuss the reasons that the Egyptians made the mummies. Discuss the use of the pyramids or The Valley of the Kings.
- 3. On a chart, write the steps to making a mummy.
- 4. Watch Reading Rainbow *Mummies Made in Egypt* by Aliko, or read the book.
- 5. Review the process for preserving the body. Conduct an experiment that shows how to preserve the mummy. Take three pieces of bread. One piece, place into a Ziploc bag. This is the body without anything being done. In a second bag, place the toasted bread. This represents a body that has been dried out using **natron**. In the third bag, place bread that has been spread with the antiseptic ointment. This represents a body that has been **embalmed**. Place bread on a table for daily observations.
- 6. Have students list predictions about what they think will happen to the bread after 7-10 days. (*Pyramids*, pg 27)
- 7. Read *Tut’s Mummy*_Ch. 1. Look at how the Egyptians wrapped the pharaoh. Give students materials to create their own mummy. (Cardboard tubes, Scissors, Newspaper, Glue, Adhesive tape, Paint Cardboard, Stone or rock (Appendix D)

8. Have students create their own Pharaoh fact sheet. (Appendix E)
9. Look at pg 34 & 35 of *Tut's Mummy*. Discuss why the pharaohs' tombs were so important. (Contained valuables). Review what King Tut placed in his tomb. Make a large Venn diagram with objects placed in the tomb then and objects that would be placed now.
10. Hand out large sheets of paper in the shape of a pyramid. Have students write what they would have placed in their tomb and illustrate. Compile all pages into a big book.
12. Students can then have center time to explore. See Literacy Center ideas (Appendix G)

E. Evaluation/Assessment

1. Observe students participation during discussion.
2. Observe the assembly of the mummy.
3. Evaluate each mummy and Pharaoh fact sheet.
4. Evaluate big book page.

Lesson Six: King Tut and Archaeology

A. Daily Objectives

1. Concept Objective:
 - a. To appreciate and understand the complex structure of the ancient Egyptian culture
2. Lesson Content:
 - a. King Tut
 - b. Archaeologist
3. Skill Objective:
 - a. Exploring emotions
 - b. Following directions
 - c. Reading a map

B. Materials

1. Clay mummies or figures (prepared ahead of time by the teacher and buried in an "excavation" site on the school grounds or a sandbox).
2. Power point slides or pictures of Archeology tools
3. *Tut's Mummy* by Judy Donnelly
4. Toothbrush (1 per student)
5. Small watercolor brush (1 per student)

C. Key Vocabulary

1. archaeologist- one who studies ancient times
2. mummy- preserved dead person, usually wrapped in cloth
3. sarcophagus- stone box that contains the coffin
4. Valley of the Kings- place where many pharaohs were buried

D. Procedures/Activities

1. Have students choose a partner and share one fact they remember about pyramids and mummies from the previous day. Share with the class. Review what The Valley of the Kings was and why it was created.
2. Have students recall the definition of **ancient**. Brainstorm how we can know so many facts today about people who are no longer living.
3. Read Ch. 2&3 from *Tut's Mummy*. Have the class come up with the definition of an archeologist.
4. Show Power Point slides or pictures of archeologist's tools.

5. Give each child a toothbrush, paintbrush and a map of where you have previously hidden the clay mummies. Review what the students know about north, south, east and west.
6. Students follow their maps to find one mummy figure hidden in a sandbox (or any available space at your school)
7. When every child has found their mummy, return to the class and discuss how they felt when they discovered their “treasure.”
8. Read Ch. 4 & 5 in *Tut’s Mummy*. Discuss how Howard Carter must have felt when he found the treasure.
9. Write a journal entry about “The Day I Discovered the Mummy.”
10. Students can then have center time to explore. See Literacy Center ideas (Appendix G)

E. Evaluation/Assessment

1. Observe the students during discussion.
2. Observe students’ ability to follow their mummy map.
3. Evaluate students’ steps during the “dig”.

Lesson Seven: Hieroglyphs

A. Daily Objectives

1. Concept Objective:
 - a. To appreciate and understand the complex structure of the ancient Egyptian culture
2. Lesson Content:
 - a. Hieroglyphs
3. Skill Objective:
 - a. Translate the letters in their names into hieroglyphics
 - b. Write and translate sentences into hieroglyphics

B. Materials

1. *The Riddle of the Rosetta Stone* by James Cross Giblin
2. Overhead transparency or poster of hieroglyphs (Appendix F)
3. Website: www2.Torstar.com/rom/egypt

C. Key Vocabulary:

1. hieroglyphs- a character in the ancient Egyptian system of writing pictures.
2. Rosetta Stone- stone that uncovered the mystery of the hieroglyphs

D. Procedures/Activities

1. Ask children how many have heard the story Snow White? How many have heard about Little Red Riding Hood? How many have heard of The Frog Who Was Mean (or another made up title). We don’t know that story because no one has ever written it down. They know these stories because they have been written down. This is how today’s people know so much about the ancient Egyptians.
2. The Egyptians wrote all about their culture using a form of writing called hieroglyphs.
3. Show the hieroglyphs on the overhead or poster.
4. Show students a picture of the Rosetta stone (Page 6 in *The Riddle of the Rosetta Stone*) and discuss how it was used to decode hieroglyphs.
5. Discuss how the hieroglyphs in an oval shape always meant a king or pharaoh.
6. Go to a computer lab. Log on to the website www2.Torstar.com/rom/egypt
7. Use the letters to create their name using the hieroglyphs.

8. Students will then write a simple sentence in hieroglyphs. After returning to the room. Students will trade papers and try to decode each other's sentences. (If you do not have access to a computer lab, or Internet, you can create stencils of each letter and have children trace to make words or sentences.)

E. Evaluation/Assessment

1. Observe student participation in discussions.
2. Check name and sentences that are created.
3. Check students decoding of their partners paper.

Lesson Eight: Egyptian Life

A. Daily Objectives

1. Concept Objective:
 - a. To appreciate and understand the complex structure of the ancient Egyptian culture
2. Lesson Content:
 - a. Pyramids
 - b. Mummies
 - c. Continent of Africa
 - d. Pharaohs
 - e. Hieroglyphs
3. Skill Objective:
 - a. Work cooperatively
 - b. Recall facts and details
 - c. Follow directions
 - d. Recreate Egyptian dress

B. Materials

1. Butcher paper or white sheet (1 for each girl)
2. Scissors
3. White pillow case (1 for each boy)
4. *The Ancient Egyptians* by Jane Shuter
5. *Ancient Egypt Activity Book* Educational Press

C. Key Vocabulary:

1. tunic- linen garment worn by Egyptians

D. Procedures/Activities

1. Review what students have learned about Egypt.
2. Divide students into groups: pyramids, mummies, geography, pharaohs and hieroglyphs. Each group writes as many facts/sentences about their topic. Save these for display for culminating activities.
3. Read *The Ancient Egyptians* pg. 6, 10-15 and 18-19. Discuss the people of Ancient Egypt, their clothes, food, etc. Compare with today's culture.
4. Have children make Egyptian tunics and kilts (*Ancient Egypt Activity Book*)

E. Evaluation/Assessment

1. Observe group work and cooperation.
2. Evaluate students' tunics and kilts.

Lesson Nine: Field Trip

A. Daily Objectives

1. Concept Objective:
 - a. To appreciate and understand the complex structure of the ancient Egyptian culture

2. Lesson Content:
 - a. Pyramids
 - b. Mummies
 - c. Pharaoh
 - d. Hieroglyphs
3. Skill Objective:
 - a. Explore various tools and objects from Ancient Egypt
 - b. Recall facts from discussions and previous lessons
 - c. Use appropriate manners

B. Materials

1. Camera or writing paper for students to use

C. Key Vocabulary:

1. docent- a person who gives information about a particular subject

D. Procedures/Activities

1. Call your local museum to find a display of Egyptian artifacts. Discuss with the students the various Egyptian artifacts that are found in the local museum. Explain to the children that a **docent** will be showing them around the museum on the set day for the field trip. The children will be observing the docent so that they can perform that role during our culminating activity day.
2. Divide students into small groups with a parent to help them collect data. As the children explore the museum, have them take notes, or pictures. Parents are encouraged to help children with their research.
3. When you return to the classroom, the students can write sentences about their discoveries using the notes or pictures they took during the trip.
4. These photos or notes can be used for the culminating activity when the students are responsible for discussing the various content objects from the unit.

E. Evaluation/Assessment

1. Observe the students as they explore the museum.
2. Evaluate their recall of facts in their writing.

VI. CULMINATING ACTIVITY

- A. Divide the classroom into different stations according to each idea that was covered throughout the unit (pyramids, pharaoh, mummies, Nile River etc.) Use the posters from lesson 8 at each station. Students will dress in their kilts or tunics that they created in lesson 8. Students will also wear the jewelry they created through the centers. Each first grade class will have a fourth grade class come for a tour of their classroom “museum”. Students will be “docents” to guide their buddies through the area they are assigned. At the mummy center, place the bread experiment from lesson 5. At the Nile River area, have the plants from lesson 2. Students will also be responsible for explaining the various artifacts that we have made.

Nile River Station: Have the clay model for the children to show, map of Africa, Egypt, and plants in different soil.

Pharaoh Station: Have pictures of the various pharaohs, pharaoh hats,

Pyramid Station: Have sugar cube pyramids, pictures of pyramids, straw pyramids and the experiments from lesson 4.

Mummies Station: Pictures of mummies, mummies the students made, the bread experiment from Lesson 5, pictures from the archeology dig.

Hieroglyphs Station: Pictures of hieroglyphs and the Rosetta Stone, student made hieroglyphs, stencils of hieroglyphs, set up the website from Lesson 7 if possible.

- B. Students will bring in food and drink common to the ancient Egyptians and end this unit with a small feast.

VII. HANDOUTS/STUDENT WORKSHEETS

Appendices A – G

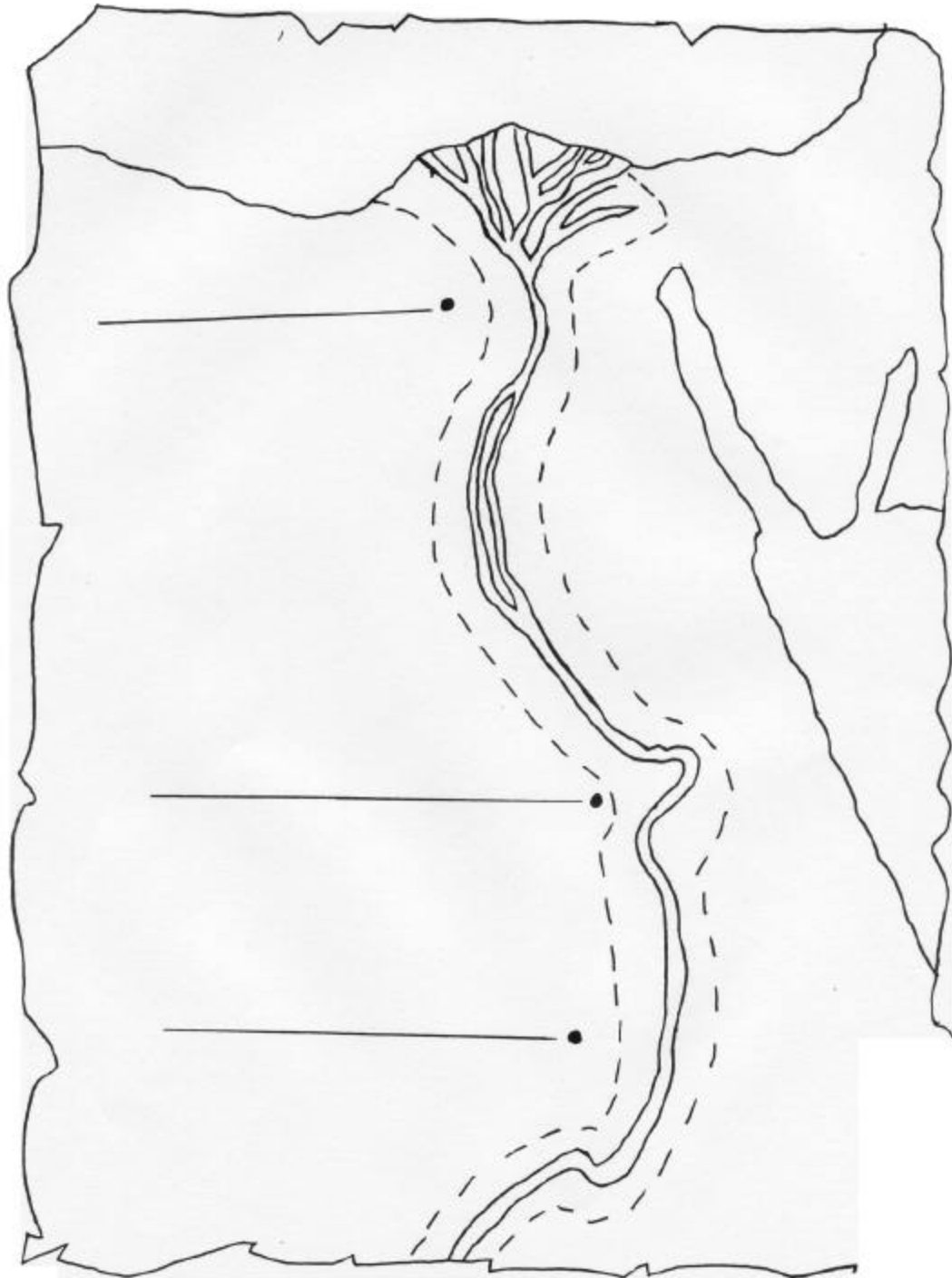
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Appendix A

Name _____



Appendix B

Class Graph

Which type of soil is best for farming?

Sandy/Rocky	Rich/Dark

Which way does a river flow?

The Nile river flows from south to north. This experiment shows the flow of the Nile.

Materials

eyedropper, water, compass, pencil, clay

Procedures

*Form a large piece of clay so that it is sloped at an angle. One end should represent the highlands and the other the lowlands.

*Cut a shallow river into the clay with a pencil.

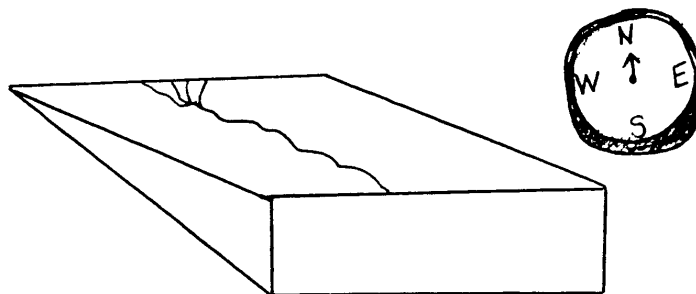
*Using an eyedropper, drop water onto the river at various places.

*Observe the flow of the water.

*Use the compass and try the experiment with the land (clay) turned south, north, east and west.

Results

The water will always flow downhill.



Make a Mummy

Materials

toilet paper roll scissors newspaper white glue
adhesive tape paint stone or rock cardboard

Procedures

*Glue the toilet paper roll to a small piece of cardboard (2X2).

*Drop a stone or rock down inside the tube.

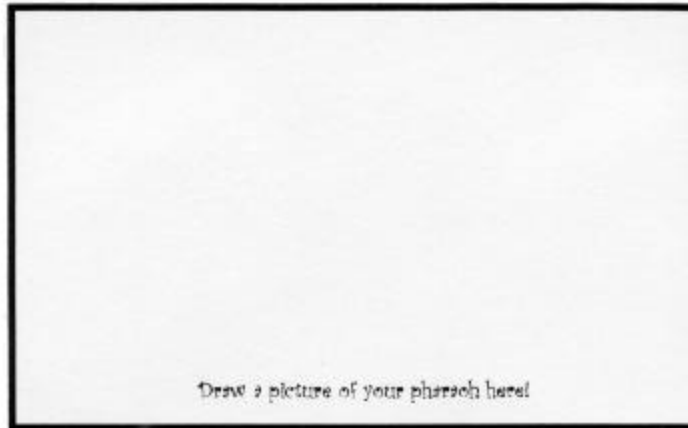
*Push a ball of newspaper into the tube for the head. Fold strips of newspaper for the arms and feet and tape them onto the tube.

*Wrap the mummy with small strips of newspaper dipped in glue and let dry.

*Paint your mummy.

Name: _____

Pharaoh Fact Sheet



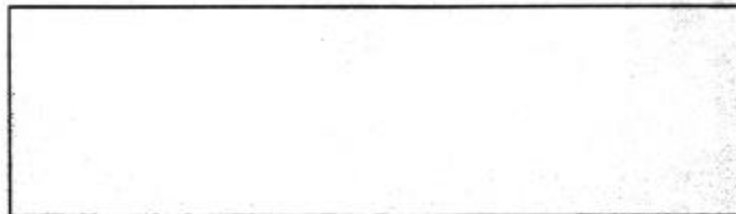
This is King _____.

He was a _____ king.



























He liked to _____

_____.

Draw a picture of the pyramid he built:



Appendix F – Get “Wrapped Up” in Ancient Egypt!

	a		j		s
	b		k		t
	c		l		u
	d		m		v
	e		n		w
	f		o		x
	g		p		y
	h		q		z
	i		r		

Appendix G

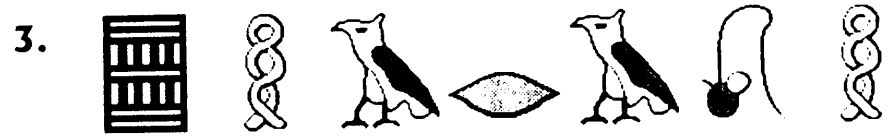
Literacy Centers

1. Art Center
Jeweled Collar (*The Egyptians* by Ruth Thomson, pages 6-7)
2. Art Center
Bracelet – Cut a toilet paper roll in half and make a second cut up the side of each half.
Decorate with paint and markers.
3. Science Center
Pyramids – Moving Loads/ Lever Experiment (*Pyramids* by Peter Mellet, page 22)
Activity done in Lesson 4. Place in center for student exploration.
4. Science Center
Pyramids – Moving Loads/ Lever Experiment (*Pyramids* by Peter Mellet, page 23)
Activity done in Lesson 4. Place in center for student exploration
5. Social Studies Center
Translate 4 words from hieroglyphics to letters (Appendix G1)
6. Math Center
(*Pyramids* by Peter Mellet, page 8)
Activity done in Lesson 4. Place in center for student exploration)
7. Math Center
Blocks – Build different types of pyramids
8. Math Center
Build a pyramid out of sugar cubes. Activity done in lesson 4, complete in center.
9. Writing Center
Story starters:
 Once I was floating down the Nile...
 I opened up the tomb and...
 I went fishing in the Nile and I caught...
10. Browsing Box
Collection of Ancient Egypt books for the children to read. Students record title, author, and favorite part of the book.
11. ABC Center
How many words can you make out of the letters in “Ancient Egypt”
12. ABC Center
Put vocabulary words in ABC order (Appendix G2)
13. Computer Center
www.pbs.org/wgbh/nova/pyramid/explore/khufuenter/html

Appendix G1 – Get “Wrapped Up” in Ancient Egypt!

Name _____

Translate each hieroglyph into a letter to spell a word.



Appendix G2

Name _____

Put the words in ABC order.

**king
Tomb**

**ancient
river**

**flood
desert**

**pyramid
mummy**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____